

Vocabulary Whirl

This strategy helps students to become more familiar with vocabulary words.

Teacher Preparation:

1. Prepare sets of 7-10 index cards with one vocabulary task per card. Make enough sets so that there are enough cards for each student to have one. Suggested tasks include:
 - Spell the word
 - Add a prefix
 - Add a suffix
 - Define the word
 - Use the word in a sentence that contains context clues
 - Give a synonym for the word
 - Give an antonym for the word
 - _____ is like _____ because _____
 - Give a category in which the word belongs
 - Give a non-definition clue for the word
 - Relate the word to subject-area knowledge
 - Give the part of speech of the word
 - Change the word to a different part of speech
 - Act out the word
 - Give multiple meanings for the word
2. Prepare a list of vocabulary words.

Lesson Plan:

1. Divide the students into groups of approximately 8.
2. Distribute the cards – one to each student.
3. Students turn the cards face down and mingle with each other. Every time they pass each other they swap cards. After a few seconds, have them stop and partner with the student that is closest to them. If the number of participants is uneven, allow one group of three.
4. Call out a vocabulary word. Each student follows the directions on his/her card. No one should write on the card.
5. Ask if there are any questions or problems. Resolve these.
6. Repeat steps 3-5 as many times as you wish. Give a different word each time.

This strategy was adapted from *Word Works Cracking Vocabulary's Code* presented by Daniel Moirao Ed. D at Fuquay-Varina High School, March 6, 2008

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Benefits:

- Students become familiar with vocabulary words in multiple ways

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> - Familiarize students with content vocabulary - Work with words in different ways - Unit review - Formative assessment to inform instruction - Make the tasks on the cards content specific - Summative activity at the end of a class period - Enrichment/ remediation - Review key concept words for a test 	<ul style="list-style-type: none"> - Students work one-on-one with scaffolded support from a partner - Flexible grouping - Tiered vocabulary lists - Incorporates student movement; if movement is undesirable, adjust by stacking note cards on each desk - Includes collaboration - Provides opportunity for student self assessment of vocabulary knowledge - Different tasks appeal to different learning styles - Requires students to think independently since each is doing something different
Content-Area Examples Collected from Workshop Participants	
<p>English:</p> <ul style="list-style-type: none"> - Use for literary terms - Do it backwards: have an example on the card; students identify literary term - Put root words on cards. Ask students to define the root and come up with words formed from the root - Create a grammar whirl based on this activity <p>Social Studies:</p> <ul style="list-style-type: none"> - Put terms on the cards, then: name a president associated with the term on the card; name a world event associated with the term <p>Foreign Language:</p> <ul style="list-style-type: none"> - Learning new vocabulary - Practice and review 	<p>Math:</p> <ul style="list-style-type: none"> - Do it backwards: Put the vocabulary on the card (additive inverse, square root, etc.) and call out a number for students to use the vocabulary on. - Put terms on cards for test review. Call out tasks. Students put answers on worksheet to earn points and to construct a personal study guide. Optional: students with same terms can work together. - Cards ask questions about problems. Teacher calls out problems. <p>Computer:</p> <ul style="list-style-type: none"> - Review critical vocabulary in preparation for the computer skills test